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ABSTRACT

This catalog lists both recommended and non-recommended bibliographies of instructional materials for California kindergarten through eighth grade English/language arts teachers and explains the choices of the Curriculum Development and Supplemental Materials Commission. The California State Board of Education adopted the commission's recommendations on October 14, 1988. (JAM)

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1988 ADOPTION

California Basic Instructional Materials In English–Language Arts

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Recommendations of the Curriculum Development and Supplemental Materials Commission

Carol Katzman, Chairperson
Dan Chernow, Vice-Chairperson
Curriculum Development and Supplemental Materials Commission

Dorothy Jackson, Chairperson
Fran Smith, Vice-Chairperson
English–Language Arts Subject Matter Committee

July 20-22, 1988

CALIFORNIA STATE DEPARTMENT OF EDUCATION • Sacramento

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1988 ADOPTION

California Basic

Instructional Materials In

English–Language Arts

Recommendations of the Curriculum Development and Supplemental Materials Commission

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1988

Preamble

There were no drum rolls! There were no clarion calls! Yet, during the week of June 20-24, 1988, there was a calm assurance by Instructional Materials Evaluation Panel members that California's English-language arts adoption for kindergarten through grade eight was carrying on the legacy of the "quiet revolution" begun in 1983. As a result, teachers will have better instructional materials to help students improve their language arts through their experiences with literature.

While this process has indicated that literature is no longer an endangered species in our classrooms, we still need to be wary about how literature is used in language programs. In keeping with the *English-Language Arts Framework*, students should be guided, through the study of the meaning of literature, to deepen their understandings of themselves and their world rather than focusing on isolated skill development.

The objective of all of the people involved in the adoption process is to improve the quality of instructional materials. While selecting the best available materials is of the utmost importance, it is only one part of the overall curriculum reform movement. Without the support of other important activities initiated by SB 813 and the Department of Education, the new instructional tools would become insignificant. Mentioning only a few of the major activities that have preceded the instructional materials adoption speaks to the magnitude of the task: State Board of Education approval of the new *English-Language Arts Framework;* the development of other significant English-language arts publications; training provided by the California Literature Project and the California Writing Project; meetings with the publishers; the California Reading Initiative; and improvements in teacher preparation.

While we recognize the importance of each of these major activities, we also recognize that we have miles to go before we reach our goal of giving all students access to literature-based, integrated language arts programs. Staff development must improve and become more accessible; the way we evaluate programs must complement and extend the integrated nature of the learning process; and instructional materials, although they are better than before, must improve significantly if they are to reflect the vision of the *English-Language Arts Framework*.

Reform of English–Language Arts Instruction

The *English-Language Arts Framework*, approved by the State Board of Education and published in 1987, reflects the thinking of educators throughout California and the nation. Basically, the new *Framework* (a combination of the reading and English frameworks which were published separately in the past) suggests the following:

- A literature-based English-language arts program for all students, giving attention to ethical, aesthetic, and cultural values
- An instructional focus on comprehension
- The integration of all the language arts–listening, speaking, reading, and writing–in every unit of study
- Skill instruction in the context of use
- Incorporation of the writing process as a key strategy
- A systematic, articulated program, K-12
- Assessment of the complete language arts program with alternate strategies and forms

The *Framework* is consistent with other major documents which preceded and followed its publication, such as: ***Becoming a Nation of Readers: The Report of the Commission on Reading; Model Curriculum Standards, Grades Nine Through Twelve; English-Language Arts Model Curriculum Guide, Kindergarten Through Grade Eight; Recommended Readings in Literature, Kindergarten Through Grade Eight; Handbook for Teaching an Effective Literature Program; Handbook for Teaching an Effective Writing Program;*** and ***Writing Assessment Handbook***. The content of these publications provided the basic information for discussions with publishers, the development of the forms used for evaluating English-language arts instructional materials, and the training which was part of the instructional materials evaluation process.

Instructional Materials Evaluation Process

The number of items (7,000) submitted for this adoption called for the largest number of Instructional Materials Evaluation Panel (IMEP) members ever convened. Over 300 applications were received by the Curriculum Development and Supplemental Materials Commission from educators who wished to serve as IMEP members. After several screenings, 82 IMEP members were selected and their nominations were approved by the State Board of Education. Forty were teachers, 34 were curriculum coordinator/specialists, five were administrators, and three were library/media specialists. These highly qualified professionals formed the backbone of the adoption process.

From March until the week-long meeting starting on June 20, 1988, IMEP members studied their assigned instructional materials. When they met during the week of June 20 in Sacramento, they came well-prepared

with their notes. They were divided into eight panels (three reviewed integrated materials; three reviewed reading; one reviewed English; and one reviewed spelling). Each panel worked independently, applying the evaluation form to the assigned instructional materials. One hundred and forty-seven reports were generated, detailing each panel's findings and recommendations.

Categories of Adopted Materials

During the training of the IMEP members, they witnessed a presentation of an integrated, literature-based lesson. A fable was used which focused on the adventures of a man, a boy, and a donkey, and culminated with the "moral" that if you try to please everyone, in effect, you please no one. We have discovered that there is a modern corollary to this fable. In an effort to do an in-depth survey of English-language arts programs for this adoption, four categories of materials were reviewed: integrated English-language arts, reading, English, and spelling. We tried to please everyone. However, when the review was completed, it became apparent that many of the integrated programs closely resembled the reading materials. The year of the truly integrated English-language arts program had not yet arrived!

Both publishers and IMEP members had difficulty with addressing the *Framework*'s message regarding a literature-based, integrated program where students acquire knowledge and skills as they listen, speak, read, and write about literature. Although many of the materials submitted in the "integrated English-language arts" category were acceptable, there was still an emphasis on the pieces that make up language learning rather than on a holistic approach. Perhaps the analytical nature of the "integrated English-language arts" evaluation instrument itself led to a misunderstanding of how skills develop through an integrated language program. This is the result:

Meaning in Quality Literature

- Many programs use literature as "window dressing" while focusing on skill development, study of genre and literary analysis, although there are some attempts, particularly at higher grade levels, to link skills with literary works.
- Some programs include library sets of trade books; however, the accompanying instructional strategies are often skill-driven, not meaning-based.
- Many programs include only a few literary works in their entirety, and teachers are not adequately alerted in the texts to those works that have been excerpted, adapted, or abridged. (This is particularly true in grades 7-8.)

Integration of the Language Arts

- A number of programs are integrated "in name only." They do not really integrate all of the language arts in a whole language approach. In fact, listening and speaking are not even recognized as "buttonhole relatives" in the language arts family.
- While writing as a process may be linked to literature, students often are not encouraged to use writing to plumb the depths of their own understanding.

Instructional Strategies for Equal Access to Ideas

- Comprehension strategies have changed little; the task for the student is often at the recall level, rather than supporting students as they construct their own meaning.
- Students' opportunities to raise questions, to make predictions, and to discover their own meanings are limited, even though the importance of students' being responsible for their own learning is advocated in many programs.
- While programs go through the motions of guiding students into, through, and beyond the literature, many include irrelevant assignments unrelated to the search for meaning.
- The necessity of adapting the learning process to the strengths of students with special needs is widely acknowledged; however, realistic strategies to accomplish this task are in scarce supply.
- When suggestions for adaptations for students with special needs are made and placed under separate cover, there is an implied message that these students may not be experiencing the core program.
- Ability grouping and achievement tracking, although well camouflaged, continue through the use of different labels.
- Less-prepared students continue to work on skill sheets rather than engaging in relevant reading, writing, listening, or speaking activities.
- Many programs offer a full complement of traditional reading readiness activities while failing to focus on those effective learning experiences which support emergent literacy.
- Although there is a need for direct instruction of language skills, the overemphasis on the use of textbooks, workbooks, and skill-driven activities detracts from the holistic approach to language learning.

- A preponderance of isolated activities leads to fragmentation in the teachers' editions and students' materials.
- There is more concern with the "coverage" of specific elements in the instructional materials rather than with the interaction of those elements in the learning process.
- Often, the strengths identified in the K-6 materials are not reflected in the materials for grades 7-8.
- Many programs continue the use of objective tests even though the *Framework* recommends an assessment program which provides for alternate formal and informal strategies for determining students' strengths and weaknesses in all of the language arts.
- Many programs translated the philosophy of the *Framework* into cliches rather than offering their own substantive rationales about how language learning is developed in their instructional materials.

Adoption Recommendations

We now understand that we are in a transitional stage. We are moving closer to that vision where each teacher feels confident enough to structure the language arts program using a variety of resources, and where each child and young person grows in understanding of self and the world as a result of meeting those unforgettable people encountered between the pages of literary works. This realization leads to the following recommendation:

Recommendation #1: Reading–Language Arts Materials

The Curriculum Commission recommends that the State Board of Education, rather than adopting instructional materials in the "integrated English–language arts" category, combine both the "integrated English–language arts" and "reading" categories into a "reading-language arts" category where the following adopted programs will be listed.

Reading–Language Arts Recommendations

Publisher	*Program Title*	*Grade*
Harcourt, Brace, Jovanovich, Inc.	*Imagination: An Odyssey Through Language, 1989*	K-6
Harcourt, Brace, Jovanovich, Inc.	*Adventures in Literature, Pegasus,* 1989 (without Warriner's *English Grammar and Composition,* 1988)	7-8
Harcourt, Brace, Jovanovich, Inc.	*Harcourt, Brace, Jovanovich Reading,* 1989	K-8
D.C. Heath and Company	*Heath Reading,* 1989	K-8
Holt, Rinehart and Winston, Inc.	*Impressions Series,* 1984-88	1-3
Holt, Rinehart and Winston, Inc.	*Reading: Today and Tomorrow,* 1989	K-8
Houghton Mifflin Company	*Houghton Mifflin Reading/ Language Arts Program,* 1989	K-8
Macmillan Publishing Company, Inc.	*Macmillan Connections,* 1987-89	K-8
McDougal, Littell and Company	*Reading Literature Series,* 1989	6-8
McDougal, Littell and Company	*McDougal, Littell Literature,* 1989	7-8
McGraw-Hill Book Company	*McGraw-Hill Integrated Language Arts,* 1989	K-8
McGraw-Hill Book Company	*McGraw-Hill Reading,* 1989	K-8
Open Court	*Open Court Reading and Writing,* 1989	3-6
Prentice Hall, Inc.	*Prentice Hall Literature Series,* 1989	7-8
Scott, Foresman and Company	*Scott, Foresman Reading: An American Tradition,* 1989	K-8
Scott, Foresman and Company	*Collections: An Anthology Series,* 1989	1-6

The following programs are not recommended:

Publisher	*Program Title*	*Grade*
Foundations for Learning	*The Foundations for Learning Language Series*, 1987-88	7-8
Harcourt, Brace, Jovanovich, Inc.	*Lectura*, 1987	K-5
Harcourt, Brace, Jovanovich, Inc.	*English Composition and Grammar*, 1988	6-8
Houghton Mifflin Company	*Houghton Mifflin Reading*, 1986-89	K-8
Kendall/Hunt Publishing Company	*Active Thinking and Composing*, 1988	7-8
McGraw-Hill Book Company	*McGraw-Hill Superstart*, 1988	K
McGraw-Hill Book Company	*McGraw-Hill Literature*, 1989	7-8
Open Court Publishing Company	*Open Court Reading and Writing*, 1989	K-2
Riverside Publishing Company	*The Riverside Reading Program*, 1986-89	K-3
Science Research Associates	*Reading Mastery*, 1988	1-6
Scott, Foresman and Company	*America Reads*, 1989	7-8
Scribner-Laidlaw Publishing	*Beginning to Read, Write and Listen* 1988	K
Scribner-Laidlaw Publishing	*Scribner Literature Series*, 1989	7-8
Scribner-Laidlaw Publishing	*Scribner Reading Series*, 1989	K-8
Scribner-Laidlaw Publishing	*Super Books*, 1989	1-3
Total Reading, Inc.	*Total Reading Primary Program*, 1983-87	K-3

Publisher	*Program Title*	*Grade*
Total Reading, Inc.	*Total Reading Remedial Program*, 1984-87	4-8
The Wright Group	*Sunshine Series*, 1986-87	K-1

The following submissions were designed for special populations. The publishers/producers have recognized that these materials do not match the criteria for the 1988 English-language arts adoption, and have indicated their desire to withdraw them from further consideration.

Publisher	*Program Title*	*Grade*
IBM	*PALS* (Principles of the Alphabet Literacy System), 1986	7-8
IBM	*Writing to Read*, 1984	K-1
Scholastic, Inc.	*Quest: A Scholastic Reading Improvement Series*, 1986-88	4-8
Scholastic, Inc.	*Scope English Program*, 1987-88 (English Anthologies and English Writing and Language Skills)	6-8
Scott, Foresman and Company	*Focus: Reading for Success*, 1985-88	K-8
Scott, Foresman and Company	*Scott, Foresman Spanish Reading*, 1987-88	1-5
Scott, Foresman and Company	*Sunshine Days Kindergarten Learning System*, 1988	K

While it was difficult to distinguish between materials submitted in the integrated English–language arts and reading categories, materials in the English category were quite distinct because of their emphasis on writing and other communication skills. We did find some acceptable programs; however:

- Many of the programs are skill-driven, rather than meaning-centered, and nearly all programs include excessive activities that require one-word, fill-in-the-blank, circle-the-answer, and multiple-choice responses, emphasizing the subskills of language and detracting from the writing process.

- Generally, the programs do not require the development of complete composition; activities, especially in the lower grades, often require only the writing of single sentences.
- Many programs include student assessment activities which emphasize standardized test formats requiring little application of real writing skills.
- Some programs refer to components labeled "word processing," which are little more than computer-based fill-in-the-blank workbooks.
- Frequently, the components of the programs are not correlated.
- Consistently, the needs of LEP and other categories of students are ignored; rarely do the programs provide adequate guidance for organizing collaborative learning activities for producing student-generated, rather than teacher- or workbook-directed, writing.

Recommendation #2: English Materials

The Curriculum Commission recommends that the State Board of Education adopt the following English programs:

English Recommendations

Publisher	*Program Title*	*Grade*
Holt, Rinehart and Winston, Inc.	*Elements of Literature*, 1989	7-8
Holt, Rinehart and Winston, Inc.	*English: Writing and Skills*, 1988	7-8
Houghton Mifflin Company	*Houghton Mifflin English*, 1988	K-8
McDougal, Littell and Company	*McDougal, Littell English Series*, 1987-89	K-8
McGraw-Hill Book Company	*McGraw-Hill English*, 1989	1-8
Scott, Foresman and Company	*Scott, Foresman Language*, 1989	K-8
Silver Burdett and Ginn	*Silver Burdett and Ginn English*, 1988-89	K-3

The following programs are not recommended:

Publisher	*Program Title*	*Grade*
Harcourt, Brace, Jovanovich, Inc.	*Language for Daily Use: Voyager Edition*, 1986-88	K-8
Harcourt, Brace, Jovanovich, Inc.	*English Composition and Grammar*, 1988	6-8
D.C. Heath and Company	*Heath Language Arts*, 1988	K-8
Kendall/Hunt Publishing Company	*Project Write*, 1988	6-8
Macmillan Publishing Company	*Macmillan English: Thinking and Writing Processes*, 1987	6-8
McGraw-Hill Book Company	*McGraw-Hill English*, 1989	K
Prentice Hall, Inc.	*Prentice Hall Grammar and Composition Series*, 1987	6-8
Silver Burdett and Ginn	*Silver Burdett and Ginn English*, 1988-89	4-8
E.M. Ticher Company	*In League with Language Series*, 1981-88	1-6

The publisher of the following submission, which was designed for a special population, has recognized that the materials do not match the criteria and has indicated a desire to withdraw the program from further consideration.

Scholastic, Inc.	*Scope English Program*, 1987-88 (Writing and Language Skills)	6-8

Many of the reading–language arts and English programs address the teaching of spelling in a variety of ways. For example, primary grade students using the *Silver Burdett and Ginn English*, 1988-89 program are taught to proofread for spelling errors and other mistakes during the final stages of the writing process. In addition, students using the program keep individual writing folders that include personal troublesome words. Students using *McGraw-Hill English*, 1989 or *Houghton Mifflin Reading/Language Arts Program*, 1989 among other series also learn to correct spelling errors as part of the final stages of the writing process. The *McGraw-Hill Integrated Language Arts*, 1989 program similarly teaches spelling as a subskill of the writing process. In addition, each teacher's guide in this McGraw-Hill program includes a major, flexible spelling component developed around spelling generalizations that encourages teachers "to add important words from students' reading vocabulary lists or from students' writing."

After subsequent evaluation by the Curriculum Commission's English–Language Arts Subject Matter Committee, with input from the IMEP members, it became evident that spelling materials failed to meet the general and specific criteria unanimously adopted by the State Board of Education at its December 12, 1986, meeting. In general, the materials submitted failed to teach spelling in a reading and writing context. Specific major flaws included:

- Programs were not based on developmental characteristics of students.
- Predetermined words to be learned failed to include words frequently used in students' writing this past decade.
- Students and teachers were not provided the opportunity to generate one-half the words learned and tested.
- Student activities were not based on the results of self-corrected pretests.
- Spelling-compatible activities included an abundance of low-level mechanistic exercises.
- Student time on spelling totaled more than 60-75 minutes weekly.
- The needs of all students were addressed inadequately.

These findings led to the next recommendation.

Recommendation #3: Spelling Materials

The Curriculum Commission recommends that the State Board of Education not adopt any of the spelling programs submitted, as they do not meet the criteria adopted by the State Board of Education.

The following programs are not recommended:

Publisher	*Program Title*	*Grade*
Harcourt, Brace, Jovanovich, Inc.	*HBJ Spelling, Signature Edition*, 1988	1-8
D.C. Heath and Company	*Working Words in Spelling*, 1988	1-8
Houghton Mifflin Company	*Houghton Mifflin Spelling*, 1981-88	1-8
Kendall/Hunt Publishing Company	*Improving Spelling Performance*, 1986	K-6
Kendall/Hunt Publishing Company	*Spelling the Written Word*, 1984-85	7-8
McDougal, Littell and Company	*McDougal, Littell Spelling Series*, 1988	1-8
McGraw-Hill Book Company	*Basic Goals in Spelling*, 1988	1-8
Riverside Publishing	*Riverside Spelling*, 1988	K-8
Scott, Foresman and Company	*Scott, Foresman Spelling*, 1988	1-8
Scribner-Laidlaw Publishing	*Laidlaw Spelling*, 1987	K-8
The Wright Group	*Language Connections*, 1987-88	2-6
Zaner-Bloser	*Spelling Connections: Words Into Language*, 1988	1-8

Districts that wish to purchase these materials may continue to use up to 20 percent of their Instructional Materials Fund (IMF) for that purpose.

Concise summaries of all of the instructional materials reviewed are attached.

During our review of the programs submitted in all categories, it became apparent that there are many materials which have no real purpose. There is a proliferation of work sheets which have no communication function. In addition, there are numerous components which cover the fragments of language, reinforce ineffective past practices, and rob students of valuable time to engage in meaningful listening, speaking, reading, and writing activities.

Research indicates that:

- In keeping with the new concept of emergent literacy, a child's literacy develops very early in life; reading and writing skills develop concurrently and interrelatedly rather than sequentially; and children learn by constructing their own knowledge from the world around them.

- Skills mastered do not necessarily translate into better reading and writing. That is, the sum of skills does not always add up to literacy.

- Reading "mastery" activities cover subsidiary skills which may cause teachers to focus instruction on them directly. An overemphasis on performance of these activities leads attention away from whole acts of reading and writing.

- Classroom time spent on supplying single correct answers displaces the time for practices which improve reading and writing achievement and which encourage higher-order thinking skills.

- Second language learners, learning-disabled students, and disadvantaged students, whose learning is frequently focused on skill-based materials, are the ones who can least benefit from them.

- Students acquire vocabulary in a rich verbal classroom environment with many opportunities to read, hear, and use words and whole pieces of discourse rather than in lists and single sentences. Words must mean something to the learner to be remembered!

- Excessive use of skill exercises deprives learners of the sound and sense of the language they need in order to construct their own understandings of how the language works. Even those children who cannot read or write before first grade naturally learn skills within the context of getting and making meaning.

- When motivated to write in the course of the school day, children begin to do, of their own volition, the tasks which work sheets fail to teach when used in isolation.

We were dismayed with the complexity and the sheer bulk of the materials that were submitted. In a recent article, Frank Smith, noted reading authority, listed one publisher's complete package of primary-grade reading materials for the eighteen reading levels from kindergarten through fourth grade: "ten student texts, seven workbooks, nine practice books, ten sets of practice masters, seven sets of 'comprehension and writing masters,' three readiness tests, seven initial placement inventories, ten assessment tests (A and B forms), four testing/management resource books, three achievement tests, plus class-size sets of student profile cards at each level. Supplementary materials across the eighteen levels include: seven skill development charts, four vocabulary development charts, ten solo books, ten 'Extras! for Reinforcement,' three sets of ABC cards, five sets of cards containing phonic pictures, five sets of word cards, three sets of story cards, three packs of games, seven records or cassettes and five tutorial programs"; also, "ten teacher's editions exist, along with ten sets of letters for teachers to send to parents." Dr. Smith's experience has been relived in this adoption. We too have received programs which could approach the volume indicated by Dr. Smith. As David Pearson and Sheila Valencia at the Center for the Study of Reading have commented, "The tools which are intended to help the teacher in the classroom have paradoxically become the chains which frustrate individual initiative and innovation and limit professional prerogative." Therefore, there is a need for the following recommendation:

Recommendation #4: Ancillary Materials

The Curriculum Commission recommends that the State Board not adopt skill pads, sets of drill cards, drill software, blackline masters, (not to be confused with supplementary materials included in the free Teachers' Resource Books) workbooks (except principal workbooks), and posters. In addition, kits (or components in kits) which emphasize one-word (fill-in-the-blank) responses or exercises in visual perception, physical coordination, eye movement, and similar discrete abilities are also not to be adopted.

Note: Big and little books, audio tapes, word processing software, and puppets are not eliminated from the kits if they are of high quality.

Districts that wish to purchase these materials, adopted or not, may continue to use up to 20 percent of their Instructional Materials Fund for that purpose.

One of the major ongoing problems for reviewers, teachers, and students was the lack of information regarding the extent to which literary selections were abridged, adapted, or excerpted by the publishers. Teachers and students have a right to know if literary works have been changed in any way prior to using that work as part of the core program. For example, a publisher should indicate if a work is a radio play version of a selection such as *A Christmas Carol*. Teachers and students then have the opportunity to use the radio play or to turn to the original literary work. The publisher does a disservice to both the reader and the literary work if an excerpt is not identified properly. For example, students may believe that they have read the complete story of *Charlotte's Web* when, in fact, they have read only one chapter, a chapter which may not capture the universal themes of loyalty, friendship, and commitment that make the story memorable. Therefore, we make the following recommendation:

Recommendation #5: Abridgments, Adaptations and Excerpted Materials

The Curriculum Commission recommends that the State Board of Education adopt a policy requiring publishers to: 1) list prominently in their textbooks the titles of literary works which have been abridged, adapted, or excerpted and 2) provide detailed descriptions of the changes.

Recommendation #6: Materials for Special Populations

It is recommended that the Curriculum Commission consider the matter of supplementary materials or programs (including content and instructional processes) which are effective for culturally diverse or special populations with the intent of developing recommendations for instructional materials which are consistent with the *Framework* but which meet the needs of these groups.

Improving the Process

The Curriculum Commissioners, the IMEP members, and State Department of Education staff have had their perceptions of the adoption process refined in the "crucible of experience." Therefore, the following suggestions are made which will affect future adoptions:

- The Curriculum Commission should reconsider the English–language arts categories in which instructional materials are submitted for adoption.
- There should be a better blend of textbooks, trade books, and technology in each program submitted.
- Only "core" program materials will be submitted for adoption, eliminating isolated skill-building materials.

- Assessment tools should not distort the integrated nature of the learning process.

The Curriculum Commission will provide more detailed background information on these suggestions in their report to the State Board of Education in January 1989.

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Conclusion

The recommendations as set forth in this report represent a continuation of the Curriculum Commission's efforts to improve textbooks and instructional materials. The most recent science adoption restored respect for the integrity of the discipline. Last year's highly successful adoption set a new national standard for the content and quality of mathematics materials. Now, with English-language arts, we are headed for that place and time where children and young people will have opportunities to experience whole books and when their hearts and minds will be engaged in materials that really matter. The "quiet intellectual revolution" described in the *English-Language Arts Framework* continues.

Program Descriptions: Reading–Language Arts

RECOMMENDED

Harcourt, Brace, Jovanovich, Inc.
Imagination: An Odyssey Through Language
K-6

This literature-based program encourages students to consider universal themes and positive values through contemporary and classical works. For example, second graders read Aesop's *The Ant and the Dove*, then are asked, "What does this story teach?" The moral, one good turn deserves another, is examined. While many literature selections are of good quality, several are modifications of the original. For example, third grade students read an adaptation of *The Cat Came Back*. The selections are limited in variety of discourse and types of literary forms. Higher-level thinking questions are found throughout the series as the program guides students "into," "through," and "beyond" each selection. Original illustrations are conspicuously absent for certain stories. The language arts skills are articulated throughout the program. Writing is taught at every grade; however, grades four through six writing activities often lack depth and breadth. The needs of all students are addressed without "watering down" the materials. A varied assortment of assessment strategies is offered, including interviews, observations, writing samples, and unit tests.

Harcourt, Brace, Jovanovich, Inc.
Adventures in Literature, Pegasus
(without Warriner's *English Grammar and Composition*)
7-8

The strengths of this program are the quality of the literature and the inclusion of a wide variety of genre including short stories, drama, poetry, speeches, folktales, epics, essays, and a novel appropriate for each grade level. Students are encouraged to read beyond the text through use of related trade books listed at the end of each unit. However, *Barrio Boy* and *I Have a Dream* appear under the heading, "American Folk Tales," which should be corrected. Extended activities are suggested in each unit and following each story under the heading, "Extension and Enrichment." Although writing is a strong component of this program, a weakness lies in the few activities such as dramatiza-

tion that integrate speaking and listening. Generally, skills are developed in meaningful contexts, but there are limited strategies for assisting limited-English-proficient and less-prepared students. Comprehension activities focus on literal and inferential questions and often are labeled "Analyzing and Interpreting." Study and discussion questions are generally limited to text recall; there are few strategies for guiding students through a range of thinking processes. Both formal and informal methods for evaluating students' language abilities are provided. Some suggestions are made for helping students to assess the quality of their own work, such as strategies for revising compositions. Although audio-visual materials are listed catalog style in the back of the teachers' manuals, there is little reference to how they should be used with the lessons.

Harcourt, Brace, Jovanovich, Inc.
Harcourt, Brace, Jovanovich, Reading
K-8

This program is literature-based and thematically focused with a balance of fiction and nonfiction, including both classical and contemporary works. The program connects each of the unit selections to the unit theme whether it is of literary content, informational, or study-skills type reading. The "Classroom Library" sections help to promote personal reading programs for all students. However, adaptations comprise a significant amount of the kindergarten through grade eight reading selections. Also, there are some inappropriate activities for preparing students to read the selections. For example, the seventh grade book includes an excerpt from a novel written by Mark Twain; students are asked the original and pen names of the author rather than thought-provoking questions that would help them with the meaning of the selection. The writing process is included in its entirety, even at the primary levels. However, the majority of the writing assignments in the "Think, Read, and Write" sections are prescriptive and provide little student choice. Recommendations for incorporating a variety of technology with suggestions for assessing the quality of the materials are lacking. Also, provisions for student-generated, higher-order questions are limited. Formal and informal assessment tools provide direction for the teacher in identifying what students have learned and what progress they have made. While the program addresses the needs of all students, the limited-English proficient and less-able components are less well developed.

D.C. Heath and Company
Heath Reading
K-8

This series, newly developed for the California adoption, presents a literature-based program incorporating a variety of genres. A central focus or theme unifies the experiences for all students, such as a unit on

"Good Deeds" at the third grade level that focuses on values and ethical considerations. Some selections appear to have been altered or abridged, although in most instances the author's purpose was not distorted. Comprehension strategies are taught directly and are related to the meaning of the literary selection. Skills are taught in the context of the literature. Although attention is given to the writing process, the revision, editing, and publishing phases are not emphasized. This program contains teaching strategies without using an hierarchal approach. The limited-English-proficient strategies provide students access to the same literature. However, there are different expectations for the limited-English-proficient students; more literal and skill-building activities are provided in some of the lessons. Many creative evaluation strategies, both formal and informal, exist in this program, such as portfolios (including one for student writing), checklists for writing progress, observation guides in the teachers' editions, tests, and unit summaries.

Holt, Rinehart and Winston, Inc.
Impressions Series
1-3

This series is a literature-based program that engages students in whole language learning. Selections of literature in the narrative form are strong. However, there is a lack of non-fiction and contemporary stories. Although some of the selections have a Canadian flavor, this should not be a serious problem with the revisions agreed to by the publisher. The selections expose students to meaningful topics that will encourage them to relate their present and past experiences to explore values and issues. The program addresses thinking, listening, speaking, reading, and writing. Classroom activities provide opportunities for students to search for meaning, solve problems, analyze, make judgments, evaluate and synthesize—activities which assist in developing skills and thinking processes in all areas of the language arts. The program does not provide for student-generated, higher-order questioning, nor are suggestions made for students to monitor and adjust comprehension strategies. Students write in various modes of discourse. Both formal and informal assessment are present for each grade. Teaching rather than testing is emphasized. Adults consistently model effective use of language through choral reading and read alouds. Provisions for teaching students with special needs are not evident.

Holt, Rinehart and Winston, Inc.
Reading: Today and Tomorrow
K-8

This is a new reading series which contains a wide variety of literature, organized by unit themes that reflect diverse ethnic and cultural perspectives. Although there are a significant number of abridgments and adaptations, especially at the upper grade levels, in most instances the authors' intentions were not distorted. The publisher introduces many

different types of written response to literature selections, particularly at grades four through six; however, the focus is more on writing paragraphs than whole compositions. The series provides many opportunities for formal assessment, but very little guidance is provided in the area of informal assessment. Activation of student prior knowledge occurs throughout the series. Comprehension activities and strategies for cooperative learning also are at all grade levels. The "How Am I Doing?" section provides suggestions for teachers in assessing their instruction and interaction with students. Some suggestions for meeting the needs of the limited-English proficient and less-able students are primarily in the "Teacher Idea Book" rather than the teachers' manuals.

Houghton Mifflin Company
Houghton Mifflin Reading/Language Arts Program
K-8

This is a literature-based, meaning-centered series which was newly developed for the California adoption. All students experience the same content and focus on the major themes, controlling ideas, values, and concepts from a balance of fictional and nonfictional works. However, many selections are abridged or adapted, though most of the alterations do not distort meaning. The relationships among listening, speaking, reading, and writing involving active student participation are addressed. The organization of the materials ensures the meaningful and functional connection among activities in thematic clusters. The themes also are carried out in the trade books accompanying each grade level. Students continually are encouraged to generate higher-order questions, and are helped to monitor and adjust comprehension strategies for various reading materials and purposes. Skills are taught in context. Assessing comprehension is advised for students both as independent and cooperative group activities. A wide variety of writing assignments are included. The formal and informal assessment procedures include tests, peer evaluation, holistic scoring, self-evaluation, a student evaluation portfolio, and an informal reading inventory. Instructional support components are included to help teach students with special needs; however, the needs of limited-English-proficient and other special student populations are given limited attention. Though teachers' manuals and guidance materials are well written, teachers may find it difficult to manage these many separate teachers' manuals and materials.

Macmillan Publishing Company, Inc.
Macmillan Connections
K-8

This is a literature-based series that includes a number of adaptations. Suggestions are made for extending reading at the end of each literature selection. Reading strategies are more teacher-directed than student-oriented. Literature often is used as a vehicle for practicing these

strategies rather than for generating meaning. The language arts of reading, speaking, listening, and writing generally are taught separately to all students. Many formal and informal evaluation strategies are provided. Procedures range from a formal testing of skills and comprehension to informal reading inventories and checklists. Many modes of writing are included, along with options for writing assignments. Meeting the needs of all students, including the less-prepared and limited-English-proficient students, is addressed in a limited way, even though notations are made about Spanish-speaking students in the teachers' guides. This program has many separate teachers' materials, which may make effective coordination difficult.

McDougal, Littell and Company
Reading Literature Series
6-8

This is a literature-based series containing quality works that would appeal to the interests of sixth through eighth grade students. The material represents a variety of genres, although there is an abundance of fictional works. The literature is thematically organized; however, issues which may be controversial appear to have been avoided. Attention is given to the full range of students' thinking processes. There are many opportunities for oral language activities, but little direct teaching of these activities is evident. The program integrates the teaching of thinking, listening, speaking, reading, and writing. While students are given opportunities to write complete compositions in a variety of modes, much of the writing is used as a summing up activity rather than as a thinking tool to derive meaning from literature. The activities suggested for limited-English-proficient and less-prepared students resemble those proposed for other students. The program also provides activities that extend each lesson, including the "Parent Involvement Pack" in the teachers' resource binders. A variety of formal and informal assessment strategies are provided. Students are given the opportunity to evaluate their own compositions through the stages of the writing process and self-evaluations. However, there is an abundance of formal (especially skills work sheets) and objective-type literature tests.

McDougal, Littell and Company
McDougal, Littell Literature
7-8

This program incorporates powerful examples of major literary forms in the unaltered language of the authors. Although fiction is emphasized more than nonfiction, there is a good balance of classic and contemporary works. Pupils' editions are arranged by genres and a thematic index is suggested for the teacher.The units are essentially meaning-based and engage all students in the study of values such as truth, justice, and compassion.While there are some provisions for building and using

students' experiences to move them "into," "through," and "beyond" the literature, additional recommendations would have been desirable. Although the "Improving Skills and Listening Skills" sections at the end of each unit in the teachers' manuals may integrate listening, speaking, reading, and writing, the activities emphasize skill building rather than helping students to comprehend literature read. Section tests contain many multiple-choice recall questions from the unit's stories and do not necessarily relate stories to one another. Most writing activities require the development of complete compositions. Suggestions for helping the limited-English-proficient, gifted, and less-able students appear in the teachers' manuals and are not embedded in the lessons. The program provides extended activities for the home through parent letters suggesting home and vacation reading.

McGraw-Hill Book Company
McGraw-Hill Integrated Language Arts
K-8

This program, created for the California adoption, is literature-based and focuses on major controlling ideas, values, and concepts within recognized literary works. However, there is a concern about the number of excerpts and adaptations at the seventh and eighth grade levels. The teachers' editions offer many suggestions to guide students "into," "through," and "beyond" the reading selections. Listening, speaking, reading, and writing activities evolve from thematically organized selections. At grades one through eight, complete compositions are encouraged related to the literature or students' prior knowledge and experience.

Although activities generally are related to the selections, the program includes an excess of skill development materials. Recommendations for direct teaching of learning strategies are explicit in the teachers' editions at all levels. Student-generated, higher-order thinking question opportunities are included in the discussions of the literary works; skills become increasingly more complex and are articulated from grade to grade. The informal assessment strategies are effective and do not distort the integrated nature of the learning process; however, the formal methods are skill-based. Activities and instructional strategies for meeting the needs of all students need to be infused into lesson plans and to extend beyond the development of skills. There is an expanded parent component, reinforcing the home-school connection.

McGraw-Hill Book Company
McGraw-Hill Reading
K-8

This reading series features the same student textbooks used in the *McGraw-Hill Integrated Language Arts* program. Consequently, the differences in the materials are found in the teachers' editions.

Both the *Reading* series and the *Integrated Language Arts* program begin their lessons by focusing on a specific comprehension skill to be learned. Subsequently, there are marked differences in approach. The *Reading* series guides students to connect their prior knowledge with the story they are about to read; introduces vocabulary in context; and involves students in predicting what the story is about, while setting their purposes for reading. For the most part, this more traditional series includes text-generated questions, geared to literary analysis, which guide students "through" the selection. Students are encouraged to generate their own questions in the *Integrated Language Arts* program.

Follow-up activities focus on text-generated literary analysis, discussion and related writing assignments. There is evidence of direct teaching of learning strategies throughout the series. However, strategies for organizing and processing group activities need to be included. Formal assessments include "Pre-Book Tests" and "Placement Tests." Activities such as the "Reader's Log" and the "Writer's Checklist" are used for informal assessment. The "Helping Students with Limited-English-Proficiency" sections of the teachers' editions inadequately address the needs of limited-English-proficient students. Specific strategies for teaching other special needs students were not provided. A family-school communication component encourages a parent-child partnership in the reading process.

Open Court
Open Court Reading and Writing
3-6

The literature selections are noteworthy. The inclusion of Bible stories at many levels (e.g., *Noah and the Ark* at grade three) is commendable. Students are taught to become active readers using techniques such as predicting, prereading, and notetaking. In fact, these and many other strategies are built incrementally into the program. However, the emphasis of the program is on reading mastery with little attention given to appreciation and enjoyment of literature. The teachers' guides provide many suggestions for modeling active responses to literature, but no recommendations for meeting the needs of the limited-English-proficient and less-prepared students. Student materials encourage complete compositions and extended responses. Writing activities are included in many homework assignments. The higher-level thinking skills are reinforced through application activities. Listening and speaking are addressed only minimally. Vocabulary is taught in context, but emphasizes formalistic, dictionary definitions. The materials are articulated within and across grade levels; however, the abundance of work sheets greatly detracts from a meaning-centered, integrated, literature-based program.

Prentice Hall, Inc.
Prentice Hall Literature Series
7-8

This program uses literature of quality to focus on concepts and values. Students encounter the values of truth, justice, and compassion through stories such as *Hallucination* by Azimov (grade seven). Students experience a variety of expository writing, including Petry's *Harriet Tubman: Guide to Freedom* (grade eight). There are suggestions in the "Teaching Portfolio" for extending reading beyond the text materials. The program includes many writing activities that require the use of the writing process and the development of complete compositions in the "You the Writer" and "You the Critic" sections. A significant feature is that this program encourages student-generated, higher-order questions in the "Look For" sections of the student text. Most activities call for more than one-word answers. However, vocabulary activities are weak. Specifically, words are introduced with dictionary definitions poorly related to the story. Although questions following each selection follow a lock-step pattern of recalling/interpreting/applying, students are guided through a range of thinking processes. Students are encouraged to share their ideas, but teachers are given few instructional strategies for organizing collaborative learning. Although there are recommendations for helping students develop positive attitudes toward various cultures, there are limited strategies for meeting the needs of the less-able and limited-English-proficient students.

A multitude of opportunities for informal assessment are provided for each selection in the "Teaching Portfolio." Formal assessment procedures are included at the end of each unit.

Scott, Foresman and Company
Scott, Foresman Reading: An American Tradition
K-8

This series includes literature-based selections which focus on major ideas and values; however, there are many adaptations and abridgments. Comprehension instruction is based on a four-step modeling procedure. The comprehension strategies in grades seven and eight are weaker than those at the kindergarten through grade six levels. Interaction among reading, writing, listening, and speaking skills occurs continuously within the context of works being read; use of themes connects various components (in grade three students read a story with the theme of "Growing," study language, read additional literature, use software, and read trade books from a bibliography). The solid writing program established at other grade levels is not reflected at the eighth grade. Tasks become increasingly complex within each book and the program, except at the seventh and eighth grade levels. Assessment activities include informal and formal instruments which tend to be skill-based. Progress of students involving all of the language arts is evaluated infrequently. Generic suggestions for the inclusion of limited-English-

proficient students in the program are in the teachers' editions; however, specific suggestions in each lesson are missing. Films, computer software, videotapes, and audio tapes extend the program. The "Parents Are Your Greatest Allies" section provides the teacher with suggestions for extending the program to the home; the home-school connection is reinforced by letters in English and Spanish.

Scott, Foresman and Company
Collections: An Anthology Series
1-6

This grades one through six literature program includes literary works which extend and promote the themes established in the *An American Tradition* series. The writing/revising/editing component addresses the language arts and alerts students to what they are learning. The "Reading the Selection" section supports teachers in discussing the stories, using a variety of comprehension questions. Instead of workbooks, study materials within students' textbooks extend the literature-based concepts. This program does not include vocabulary study or suggestions to teachers about how to provide all students access to literary works. Specific suggestions for working with the less-able and limited-English-proficient students are not made. Limited strategies are given for informally evaluating students' writing and monitoring students' progress. Computer-assisted instruction is referenced as well as a broad range of recordings, software, filmstrips, and audio cassettes.

Program Descriptions: Reading–Language Arts

Not Recommended

Foundations for Learning
The Foundations for Learning Language Series
7-8

Although this series provides a bibliography of literature, the series includes only a minimal amount of readings and is not literature-based. The few readings in this series often are used to "teach" either formalistic analysis or narrow skills in isolation. Although somewhat stronger than the literature component, the writing component is designed to be used in a systematic, lock-step manner, assuming students are familiar with many steps of the process. Strategies for integrating language arts are lacking. Writing is the primary focus of the assessment component. Computer technology is not addressed.

A relative strength of this program is respect for students' cultural backgrounds and dialects. When writing, students listen for speech variations and dialects. Unfortunately, students do not read from a diverse collection of literature that would provide them the opportunity to hear the voices of varied authors.

This series fails to meet the needs of California's diverse population. While most textbook series are printed in full color and illustrated throughout, the predominant format of this series is black-type-on-white pages. In addition, teachers are provided inadequate information for adjusting the program to meet the needs of all students. Although not a complete language arts program, this series might be used as a supplementary program that bridges to a complete language arts program.

Harcourt, Brace, Jovanovich, Inc.
Lectura
K-5

In this program, English selections have been literally translated into Spanish to the exclusion of Spanish literature which could have been used to promote the same themes and concepts addressed in the English selections. For example, in selecting stories from a child's traditions, the English-speaking child would be able to identify quickly with a story

like *The Three Bears*. On the other hand, Spanish-speaking children could easily identify with the legend, *La Llorona*, because it has been handed down through oral traditions and classical collections, as well as in folktale collections in the Hispanic culture. Generally, translations are inadequate and therefore inappropriate. In addition to the weaknesses in the students' textbooks, the organization and structure of the teachers' manuals are confusing; directions are given in English, then in Spanish, in the same paragraph throughout.

Harcourt, Brace, Jovanovich, Inc.
English Composition and Grammar
6-8

This series commonly is known as the "Warriner's" text. The teachers' manuals offer vague instructions, provide for limited teacher flexibility, and fail to provide strategies for meeting the needs of all students. Literature is nearly always absent from the students' textbooks which emphasize grammar subskills in isolation. For example, at grade seven, page 13, students are to choose subjects for writing from 12 possible topics including "street dancing" and "how rock music influences teens." Although students may make up topics of their own, the teacher's edition does not encourage the teacher to help students identify meaning-centered, literature-based topics (page 13D).

Although the series attempts to address all stages of the writing process, writing activities are seldom related to literature or other subject areas; the various modes of discourse are not all addressed. Furthermore, assessment of writing is often fragmented, superficial, and meaningless. For example in chapter 16 at grade seven, post-test two is comprised of writing five sentences with different grammatical structures, such as: write a "compound sentence with two independent clauses joined by the coordinating conjunction *but*."

Houghton Mifflin Company
Houghton Mifflin Reading
K-8

While this is a literature-based series, the focus is on skills and formal elements of literature rather than on issues and ideas. A major flaw is that emphasis is not thematic. There are frequent adaptations; for example, in the fourth grade text, *Shark Lady*, a full-length novel, is made to appear as a short story. Generally, reading instruction becomes a lock-step process. Assessment often is fragmented, with test scores telling how well students did on a test, but not how well they actually read or write. Few complete compositions are required, and fill-in-the-blank type activities are emphasized. Students with special needs do workbook pages instead of reinforcing skills or strengthening their understandings of ideas in literary works. The workbook is a definite weakness of the program with most activities being presented in the traditional drill format, emphasizing one-word responses and little critical thought. A list

of extended reading materials appears only at the beginning of each unit in the teachers' manuals. There is no mention of a personal reading program. In the comprehension lessons, students are expected to seek meaning as they read. This is attempted through a traditional teacher-directed, guided reading lesson, rather than through student-generated questions. Another major weakness of this series is the lack of strategies which address the needs of all students.

Kendall/Hunt Publishing Company
Active Thinking and Composing
7-8

This series is not a literature-based language arts program. Students do not have the opportunity to read and respond to a variety of literary forms. Instead, it is a writing program organized by domains that uses numerous student-authored pieces as models. It contains one short story written by a professional author. This program does not meet the requirements of a comprehensive, language arts curriculum. Students are not involved with significant literary themes and, as a result, receive little direct instruction in comprehension, listening, and speaking. Student-generated questions were encouraged in the composing process, but not in the full range of language arts activities. Relative strengths include strategies for conferencing with students, use of word processors, sentence construction exercises, writing across the curriculum, and the teaching of writing as a recursive process including group collaboration for revision.

McGraw-Hill Book Company
McGraw-Hill Superstart
K

This program is activity-based rather than literature-based. The literary works which are included do not incorporate a wide variety of classical or contemporary works. There are themes; however, they lack depth and continuity (kitchens and closets and work and play). On the back of the picture cards there are many teacher-directed questions at the knowledge and comprehension levels. Some activities tap children's prior knowledge, but most do not encourage students to generate higher-order thinking and questioning skills related to the text. The emphasis is not on content, meaning, or the creative use of language.

While the units incorporate the language arts in a variety of activities, the quality and link among the units is weak. Direct teaching strategies are missing. Group stories and dictation are included in the program, but student-generated writing (encouraging the use of invented spelling and the sharing of original compositions) is not promoted. The phonetic elements of language are introduced but students are given limited opportunities for application. The references to a wide variety of printed materials, computers, and word processors are weak. There are limited

strategies for teaching less-prepared, gifted, and special education students.

Relative program strengths include formal and informal assessments, parent letters, and a cross-curricular approach that includes activities focusing on science, social science, music, art, physical education, health, and safety.

McGraw-Hill Book Company
McGraw-Hill Literature
7-8

Although this program is literature-based, the works often are adapted or abridged. Abridgments and adaptations sometimes are not identified. Examples include *Rip Van Winkle* by Irving and *Call of the Wild* by London in grade seven and *Flowers for Algernon* at grade eight. A reading level listed with each lesson suggests that readability formulas were a factor in adapting the works. Suggestions for extending reading beyond the textbook materials include biographical notes about authors in the students' editions; however, the development and encouragement of a personal reading program for each student is addressed mainly through annotated bibliographies in the teachers' editions. Skill development is approached through a lock-step process to be followed by all students as they comprehend and compose responses to a variety of assignments. The use of libraries and educational technology is minimal. Assessment options do not measure a full range of reading, writing, listening, and speaking capabilities. Rather, they focus on the students' recall of details from a passage or unit through the use of multiple-choice or essay-type questions. In general, comprehension activities resemble a testing session. Questions following passages in the students' textbooks rarely result in higher levels of thinking. Workbooks provide practice of skills, but most of these activities are one-word, fill-in-the-blank type responses. Less-prepared and limited-English-proficient students are not provided adequate assistance to succeed in this series. Strategies for organizing group learning activities, for helping students develop positive attitudes, and for extending the program to the home are rare.

Open Court Publishing Company
Open Court Reading and Writing
K-2

Although the titles of the stories listed in this program would indicate that students will experience quality literature, some of the stories are adapted in a manner that detracts from another important goal, that of cultural literacy. For example, the story of *The Little Engine That Could* in the first grade program has lost its beauty and excitement. Aesop's *Fables* do not include the morals in the students' editions. Students proceed through a variety of skills-oriented activities before reading

stories. Although these activities are somewhat related to the story to be read, the meaning of the story is not emphasized. For example, prior to reading an adaptation of Aesop's *The Donkey in the Lion's Skin*, first graders concentrate on sounds, words, and sentences that introduce vocabulary words but not necessarily in the context of the story they are about to read. The program, as its name implies, emphasizes primarily reading and writing. The few oral language activities typically are brief and teacher-directed. Furthermore, the teacher is provided inadequate guidance in developing the listening and speaking abilities of students. For example, in the "Storytime" section of grade one, lesson 27, teachers are directed to spend ten to fifteen minutes to "Read one of the Caldecott Award-winning books." Suggested titles and related discussion questions are not provided. Comprehension strategies are broken down into hierarchical levels and become the focus of reading. Reading goals most always are based on teacher-determined skills or strategies. Students who are required to complete most of the skill-based work sheets and activities will have little time for meaningful reading and writing. Teachers are provided limited guidance in developing the language arts abilities of students with special needs. Formal assessments focus on discrete reading strategies and vocabulary. Assessment of speaking and listening and guidelines for informal assessment are inadequate.

Riverside Publishing Company
The Riverside Reading Program
K-3

The series inadequately addresses reading, writing, listening, and speaking as interacting processes. Reading comprehension is taught as the acquisition of discrete skills rather than the derivation of meaning. Students are not involved in the entire writing process to develop complete compositions. Activities are nearly all teacher-directed with few opportunities for cooperative learning. Articulation among grade levels is weak. For example, although the first reading book does not include questions in the student's textbook, level 2.1 begins with difficult questions. The lack of teachers' manuals results in gaps in the evaluation of this program. A relative strength is the annotated bibliography at the end of each thematic section.

Science Research Associates
Reading Mastery
1-6

This series sequences rote memorization, recitation, and workbook drills in a lock-step manner. Literature is lacking in quality, with controlled vocabulary appearing to be the determining factor in choice of selections. Few attempts are made to teach the language arts as interactive processes. Prior knowledge is not activated before students read. For example, in the grade four teacher's edition, page 2, facts are given about Australia, but students are not asked what they may already know

about that country. There is no evidence of writing being taught as a process; therefore, no provisions are made to assess students' abilities to write as a process. Informal assessment is done orally each day. Limited recommendations are available for monitoring and reporting students' progress. Students are not guided through a range of higher-order thinking processes. Strategies to address the special needs of students are not available. Technology such as computers and word processors are not referenced in this program. The use of libraries and audiovisual materials is addressed inadequately. A relative strength is that some literature is studied at fifth and sixth grade levels; unfortunately, the discussion of issues and concepts is avoided.

Scott, Foresman and Company
America Reads
7-8

This series uses literature for practicing the skills of reading, writing, listening, and speaking. Literature study focuses on the formal elements of reading rather than on the meaning of issues and ideas. The many adaptations often result in distortion or loss of the traditional meaning of the story. The "America Reads Thinking Skills Workshop" sections offer many open-ended opportunities for teaching comprehension skills beyond the usual fill-in-the-blank type format. However, a limited number of activities encourage student-generated, higher-order questions. Strategies to extend reading beyond the text are provided. An example is the development of reading logs (grade seven, page 41). Writing, listening, and speaking activities, however, are limited and are used primarily to gain experience with the content and not as a developmental stage of the program. Assessment is fragmented, providing subtest scores and composite scores which may be used for placement but which do not communicate how well each student can read or write. The multiplicity of materials makes management difficult. The teachers' editions do not give enough clear directions as to which student activities are required and which are optional.Teachers working with students with a wide range of abilities are provided with many resources.

Scribner-Laidlaw Publishing
Beginning to Read, Write and Listen
K

This series is built around the shapes and sounds of alphabet letters, using literature as an extension in the culminating weekly letter-book activities. Primarily classical literature (fables, folktales, and fairy tales) is used. Few contemporary works are found on the listening tapes and in the students' booklets. Listening tapes develop discrimination skills rather than intrinsic enjoyment of the stories. Multisensory visual, kinesthetic, and auditory activities call for isolated skill practice. For example, the child should be able to write the letter, know its name and sound, identify that sound in a spoken word, and blend it with other

sounds to form words. Students are taught to begin to read and to write rather than to use reading and writing in the communication processes. Comprehension checks are limited to the literal level; higher-order questioning is minimal. There are few strategies taught to help students become interactive readers who approach reading with a questioning mind set. Student responses in the letter books are of the one-letter, fill-in-the-blank type. Writing is limited to handwriting drills and copying words and sentences rather than writing as a process. Vocabulary study is dictated by the letter being taught rather than the literary work. No references are made to the use of computer software or word processors. There are neither formal nor informal assessments; student placement appears to be made by teacher judgment. "Activities for Cooperative Learning" showed little evidence of cooperative learning strategies. Suggestions for helping children who are experiencing difficulty are needed, as are strategies for working with limited-English-proficient students. Relative strengths are the "Home Involvement Booklet" and the "Parent Letter" (in English and Spanish) which encourage extension of the program into the home.

Scribner-Laidlaw Publishing
Scribner Literature Series
7-8

While there are a number of quality reading selections, emphasis is on literary analysis (plot, structure, use of metaphor) rather than meaning. Themes are referenced but organization is controlled by genre. There is little evidence of encouraging extended reading beyond the text. Some selections are abridged but the changes are not significant as with *The Hound of the Baskervilles;* however, *The Red Pony* is diminished by omission of the last chapter of the novel. The series addresses reading and writing separately, not as interacting processes connected to literary works. The "Writing Handbook" guides students in using various types of writing without the complete writing process. Listening and speaking receive less attention than reading and writing. Comprehension is not issue- or idea-oriented. Computers or software are not used for writing or assessing. Suggestions for helping students monitor and adjust comprehension strategies for various reading materials are limited to "Active Reading" sections. Formal assessment strategies are not available, but there are a number of informal testing opportunities which include writing assignments, questions at the end of stories, and use of the "Writing Handbook." There are few suggestions for encouraging adult modeling of effective use of language. Instructional approaches for meeting the needs of less-prepared, gifted, limited-English-proficient, and special education students are lacking.

This program is articulated between the seventh and eighth grades. The extended activities could be assigned for out-of-class completion.

Scribner-Laidlaw Publishing
Scribner Reading Series
K-8

This series is essentially skill-based rather than literature based. Few reading selections representing a multicultural perspective are included. Direct teaching strategies and activities to build understanding and appreciation of diverse ethnic groups also are lacking. There are many adaptations, abridgments, and excerpts such as *The Little Red Hen* and *Three Billy Goats* at grade one. Literature is seldom extended beyond the text, other than the optional "Challenge" and "Enrichment" sections. The "Themes" sections address topics more than themes. For example, "People and Animals" in grade four is a collection of stories about people and animals, not connected to students' experiences or daily concerns. Emphasis is on skill acquisition and reading strategies rather than meaning. Questions proceed from literal to inferential to critical/creative without regard to the selection being studied. The "Alternative Strategy" boxes, which appear throughout the series, suggest limiting the questioning strategies employed for "basic," "average," and "faster paced" students, possibly leading to tracking and depriving some students of being exposed to a full range of thinking skills. There are few opportunities for students to generate higher-order thinking questions or for helping students to monitor and adjust comprehension strategies. Reading, writing, speaking, and listening are taught as separate entities. There are many formal assessments, with a dependence on workbook pages for short-answer, drill-based, informal assessments. Strategies to assist limited-English-proficient students are missing.

Suggestions for extending learning into the home through parent letters is a relative program strength; unfortunately, there are few direct references to extended home/community activities.

Scribner-Laidlaw Publishing
Super Books
1-3

This series fails to teach reading through literature with exemplary language and challenging thematic units. Reading selections are chosen because they emphasize phonetic skills, thereby limiting the natural flow of language. The selections are organized by sequential linguistic elements, such as "A is for Apple" in "Book I, Kit 1." Few comprehension strategies are available to help students understand the stories. Use of students' experiences in moving "into," "through," and "beyond" the stories is limited. Skills are not taught in a meaningful context. Questions are asked at the literal level ("Post Reading Check" poses "Where," "What," and occasionally "Why"). Minimal attention is given to writing as a process. A restricted number of activities and suggestions are offered for meeting the needs of limited-English-proficient students. Use of libraries and audiovisual media is minimal. Assessment is informal and limited. Specifically, after a passage has been read, the

teacher completes the "Post-reading Comprehension Check" by asking a list of questions which are usually low-level. "Take Home Books" and parent letters as well as suggestions for parents in teachers' manuals are recognized as relative program strengths.

Total Reading, Inc.
Total Reading Primary Program
K-3

This series is a highly structured, multi-sensory approach to teaching letter/sound relationships. It is a system of intensive phonics in which letters are learned first, then built into words. It is not a literature-rich program even though the program includes extensive lists of literary works. Core works of literature are not experienced by the entire class. Rather, the choice of literature is left up to the student "after he has completed other assigned work." Although this program includes a range of comprehension questions, they are to be presented by the teacher through a lock-step, hierarchical approach. The language arts are taught as discrete skills and subskills rather than in meaningful contexts. Strategies that integrate the language arts are often low-level, based on rote-memorization and out-of-context teaching. Writing in various modes of discourse is addressed; however, writing is not systematically taught as a process. Students are grouped homogeneously as "remedial" or "average" learners. Assessment is centered on a sounds continuum, dictation skills, oral blending, and other such subskills. Students who do not pass the reading sections of placement tests are to be considered remedial and regrouped for the two-hour "Total Reading" time with one teacher rather than taught in the classroom with the rest of the class.

Total Reading, Inc.
Total Reading Remedial Program
4-8

This program is not literature-based nor is it designed to engage all students in the values and issues found in works of literary merit. A book list is included but the selections, evidently chosen for readability, do not represent the best in contemporary or classical literature. Comprehension is viewed as answering literal questions. Recommendations are inadequate for building and using students' experiences and knowledge to help them move "into," "through," and "beyond" literature or for encouraging student-generated, higher-order questions. Subskills are the focus of instruction in this program. The integration of the language arts and attention to the stages of the writing process are lacking. Specifically, composition is taught as a generic process with an opportunity to practice conventions of the English language and formulas of organization. Phonics is taught beyond the second grade. A management system is provided for charting the progress of each student. Students are paired according to ability levels. Modeling of effective teaching is limited; emphasis is on rote-memorization, drill, and practice.

The Wright Group
Sunshine Series
K-1

This series is represented as a "whole language" teaching approach to beginning reading. At the early levels, predictable language and child-sized materials are used. However, the literature appears to be limited to the works of one author, and there are no examples of classical literature. Selections appear to have been included for readability rather than interaction with meaningful ideas. Language experience activities are included. The skills of reading, writing, listening, and speaking are integrated; however, this program is not literature-based. There is little evidence of phonics instruction in the overall program. Assessment procedures include formal and informal strategies. Students infrequently assess their own work. The program does not include instructional approaches that appropriately address students with special needs.

Program Descriptions: Reading–Language Arts

WITHDRAWN

IBM
PALS (Principles of the Alphabet Literacy System)
7-8

This computer-based literacy program is designed for non-reading older adolescents and adults and has low correlation with the criteria of the *English–Language Arts Framework.*

IBM
Writing to Read
K-1

While this innovative and technology-based instructional system has some correlation with the criteria of the *English–Language Arts Framework,* it is not literature-based. Comprehension activities and higher-order thinking and questioning skills are underdeveloped.

Scholastic, Inc.
Quest: A Scholastic Reading Improvement Series
4-8

Utilizing selections written by contemporary authors, this program is designed to improve the reading ability of below-level, at-risk students. The program includes very few works by well-known classical and contemporary authors.

Scholastic, Inc.
Scope English Program
(English Anthologies and English Writing and Language Skills)
6-8

This program is remedial in nature and designed for below-level students. It is primarily a skills-centered program that emphasizes the writing process. Skills are taught through exercises unrelated to literature. Many literature selections have been adapted.

Scott, Foresman and Company
Focus: Reading for Success
K-8

This program was designed for slower readers and presents a narrow curriculum organized around vocabulary-controlled readings rather than content and meaning.

Scott, Foresman and Company
Scott, Foresman Spanish Reading
1-5

This series emphasizes skills development rather than comprehending and composing in regard to literature.

Scott, Foresman and Company
Sunshine Days Kindergarten Learning System
K

This program provides materials and suggested activities that allow for multi-sensory experiences across the entire curriculum. An activity-driven program, it is not literature-based.

Program Descriptions: English

RECOMMENDED

Holt, Rinehart and Winston, Inc.
Elements of Literature
7-8

This series uses complete, ethnically rich, literature selections organized thematically. The program guides students to become more able to think critically and to read and write proficiently as they learn to analyze, interpret, and evaluate literature. The writing process frequently is applied, even though at times the steps are not delineated specifically. Writing assignments are integrated into the text and require the development of complete compositions. Through these assignments, students are guided through a range of thinking processes and writing is addressed as a recursive process. Through reading the many recognized literary works in this series and using these works as models, students are able to apply these forms to their writing. The teachers' manuals appropriately and practically address different student learning styles and assist the teacher in meeting the needs of all students. The evaluation of different learning styles is emphasized within this series. There are recommendations for helping students develop positive attitudes toward various cultures.

Holt, Rinehart and Winston, Inc.
English: Writing and Skills
7-8

This series is a composition-based language arts program in which oral and written language are integrated fully with applied grammar and mechanics. Students read works of recognized authors; using these works as models, students apply these forms to their writing. The lessons reinforce the stages of the writing process throughout the program. This series includes a test book for the formal assessment of students' writing; strategies such as revising, conferencing, and self-evaluating are used. Strategies for guiding students to use word processors are limited, as are strategies for assisting teachers in meeting the needs of all students, particularly limited-English-proficient students.

Houghton Mifflin Company
Houghton Mifflin English
K-8

The program has a variety of strategies that integrate grammar, literature, listening, speaking, thinking, content areas, and writing. The writing units are presented first, then followed by grammar units which allow for teaching writing as a process. At the upper grade levels, students are provided many opportunities for writing. In contrast, primary grade level activities include many one-word, fill-in-the-blank responses. The assessment component includes processes for students' self-evaluation of writing and holistic-analytic scoring. Although the program provides strategies for meeting the needs of limited-English-proficient students, the needs of less-able and gifted students are not addressed adequately. However, the program does include meaningful content that should be appropriate for most students.

McDougal, Littell and Company
McDougal, Littell English Series
K-8

This series emphasizes teaching rather than testing, incorporates technology throughout the curriculum, and helps students develop positive self-images and positive attitudes towards various cultures and ethnic groups. Student materials for grades seven and eight focus students on meaning in reading and writing. However, at the primary level and to a lesser degree at the upper elementary level materials are less literature-driven and more skill-driven. Unfortunately, at kindergarten through the sixth grade, literature (primarily poetry) is used as a thematic or motivating device and is only in the teachers' editions. The program guides students through the wide range of thinking processes and gives attention to the writing process. This series offers an extensive array of writing evaluation tools in addition to avenues for formally assessing skills.

McGraw-Hill Book Company
McGraw-Hill English
1-8

Literature-based, this series appropriately addresses the writing process with ample opportunity for students to practice many forms and types of communication. In teaching a writing strategy, teachers are provided with step-by-step models to use as they choose, so that students read models, then apply the concept. Units in grades one through eight are comprehensive and well organized. In addition, assessment focuses on students' meaning in the context of comprehending and composing. Specific teaching strategies are provided for meeting the needs of all students.

Scott, Foresman and Company
Scott, Foresman Language
K-8

This series focuses students on writing and speaking in order to convey meaning from literary and personal experiences. Student-generated, higher-order questions are encouraged. Vocabulary is taught in a meaningful context and some opportunities for student use of dictionaries, encyclopedias, and library references are provided. Teachers' manuals allow for flexibility and teacher decision-making. Grammar activities impose teacher-directed or text-directed writing rather than promote student-generated writing. Assessment somewhat distorts writing into subskill acquisition. The program at grades seven and eight offers a limited amount of significant literature and presents an abundance of unrelated skills that students are not able to apply. Although section overviews provide general strategies to meet the needs of special populations, some lessons do not include adequate guidance. Although computer technology provides for the various modes of discourse, limited suggestions are provided for coordinating with library-media specialists.

Silver Burdett and Ginn
Silver Burdett and Ginn English
K-3

The primary grade program provides a wide range of oral language activities that ensures all students are provided equal access to the program. Students consistently listen, think, speak, write, and read for meaning, clarity of purpose, and sense of audience. Primary grade students are expected to respond in a variety of ways (orally, graphically, and in writing) to storytelling, read-alouds, and literary or subject area text. Students are guided into various stages of higher-order thinking as they collaborate to plan, define, and evaluate outcomes, to make decisions and solve problems. A variety of informal assessment tools, including a self-assessment guide and peer-evaluation, are included. The "Special Population Notes" section of the teachers' manuals provid some suggestions for helping all students.

Program Descriptions: English

Not Recommended

Harcourt, Brace, Jovanovich, Inc.
Language for Daily Use: Voyager Edition
K-8

This series attempts to develop skills through separate, unarticulated components that emphasize low-level, fill-in-the-blank type activities. The students' textbooks briefly address only three stages of the writing process; drafting and final copy are omitted. Direction to students about the process of writing is inadequate. For example, at grade three (page 81) composing advice is limited to the following: "Use your list [of ordered facts about a person's life] to help you. Write five sentences about the person." The amount of writing is inconsistent at various grade levels. For example, the grade seven program has minimal writing. Throughout the program, evaluation emphasizes the testing of "skills" in isolation. Finally, the needs of the limited-English-proficient, gifted, and the less-prepared students are addressed inadequately.

Harcourt, Brace, Jovanovich, Inc.
English Composition and Grammar
6-8

This series is commonly known as the "Warriner's" text. The teachers' manuals offer vague instructions, provide for limited teacher flexibility, and fail to provide strategies for meeting the needs of all students. Literature is nearly always absent from the students' textbooks which emphasize grammar subskills in isolation. For example, at grade seven, page 13, students are to choose subjects for writing from 12 possible topics including "street dancing" and "how rock music influences teens." Although students may make up topics of their own, the teacher's edition does not encourage the teacher to help students identify meaning-centered, literature-based topics (page 13D).

Although the series attempts to address all stages of the writing process, writing activities seldom are related to literature or other subject areas; the various modes of discourse are not all addressed. Furthermore, assessment of writing is often fragmented, superficial, and meaningless.

For example in chapter 16 at grade seven, post-test two is comprised of five sentences with different grammatical structures, such as: write a "compound sentence with two independent clauses joined by the coordinating conjunction *but.*"

D.C. Heath and Company
Heath Language Arts
K-8

This series focuses on the mastery of skills through completion of activities. Many activities do not require the development of complete compositions. At grade one, writing is limited to sentences. Although articles in the "Databank" (placed at the end of the student text) provide limited readings in literature and content areas, students seldom write in response to literature. The meaning of literature read sometimes is eclipsed by exercises that focus on the conventions of language. For example, fourth grade students in unit one are asked to "provide the missing predicate in sentences such as: "The frog prince (predicate)." The infrequent suggestions for meeting the needs of limited-English-proficient students are inappropriately limited to grammar lessons. Recommendations for meeting the needs of less-able students easily could lead to tracking, limiting the access of all students to the core curriculum.

Kendall/Hunt Publishing Company
Project Write
6-8

This series provides limited-skill instruction (sentence writing, capitalization, punctuation, and paragraph writing) in only the narrative and descriptive domains. Specifically, the focus of the grade six program is sentence building; grade seven emphasizes improving sentences, punctuation, and capitalization; and students write paragraphs and produce some limited products in the two domains at grade eight. The writing assignments are limited further in scope in that they are not written in response to the ideas, values, and issues revealed in literature. Units emphasize skills mastery and lack thematic unity. The teachers' manuals provide no specific direction for meeting the needs of the limited-English-proficient and other special needs students.

Macmillan Publishing Company
Macmillan English: Thinking and Writing Processes
6-8

This series attempts to teach basic grammar and writing skills in isolation, rather than in a meaningful context. Most writing situations are contrived and exist for the obvious purpose of practicing grammar skills.

For example, seventh graders practice writing verbs in a consistent tense (page 80) by rewriting sentences such as: "A doctor spoke to us on career day. She gives a fine talk." Spelling and vocabulary skills are presented as rules and generalizations typically unrelated to the limited student-generated writing. For example, in page 476 of the seventh grade textbook, students are told: "Learning a few spelling rules can help you spell many English words." The corresponding page in the teacher's edition advises: "Stress that there are spelling rules that can make spelling easier." No mention is made of abstracting generalizations from students' spelling errors. Although the writing process is addressed, the focus is on skill development rather than a response to literature or reflection on meaningful life experiences. Low-level work sheets and drill practice form the basis for many lessons. Although the "enrichment" workbook is unique in providing opportunities for full-page responses, the less-able and limited-English-proficient students would only experience the skill and drill oriented "reteaching" and "practice" workbooks. The series contains numerous errors in grammar, spelling, picture and page placement. For example, "occurred" is spelled with one "r" in the grade seven teacher's edition (page 95).

McGraw-Hill Book Company
McGraw-Hill English
K

The kindergarten program is teacher-directed and fragmented. Specific strategies for meeting the needs of limited-English-proficient students are not provided. The writing process is not in place. Skills are drilled through workbook-oriented paper and pencil activities. Activities are fragmented and correlate poorly with the lesson. Literature lessons are lacking.

Prentice Hall, Inc.
Prentice Hall Grammar and Composition Series
6-8

At each grade level in this series, the focus of the first half of each textbook (approximately 20 of 40 units) is skills mastery (particularly grammar) in isolation from student writing. Students often copy sentences and fill in the correct word as an approach to learning grammar. For example, in unit 14 seventh graders practice irregular verbs by copying and filling in sentences such as: "Emily has always (rise) early to exercise before going to school."

Placement of the writing process in the second half of each textbook fails to support the teaching of writing as a recursive process through which skills are taught in context. As indicated by the full-color insert in the front of each teacher's edition, teachers can either teach skills then writing or writing then skills. Furthermore, in this series students do not write in response to ideas, values, and issues in literature. Finally, this

series makes no mention of strategies for meeting the needs of limited-English-proficient students.

Silver Burdett and Ginn
Silver Burdett and Ginn English
4-8

In sharp contrast to the kindergarten through grade three program, the fourth through eighth grade program rarely provides the kinds of experiences and activities that result in meaning-centered learning. Literary selections in the fourth through eighth grade students' textbooks often fail to motivate students before the writing activities that follow; limited opportunities are provided for integration of the language arts. Instead, fragmented skill-drill type exercises abound. Listening and speaking activities are featured infrequently.

E.M. Ticker Company
In League with Language Series
1-6

According to the teacher's edition, book one, page T-1, this program "is designed to present one rule at a time through direct instruction" and "a consistent amount of review material for mastery." Consistent with this philosophy, the series attempts to teach separately and discretely the skills of reading, speaking, listening, and writing. Instruction focuses on subskills which are seen as prerequisites to their use in written communication.

Students' and teachers' materials are uninspiring, difficult to follow, and contain spelling errors. Student texts are workbook-oriented, emphasizing one-word or fill-in-the-blank type responses. Although the series includes a limited amount of literature, most readings in the students' textbooks are of poor quality. For example, in book three, page 207, sixth graders read the following: "Math classes are more fun than English classes for two reasons. First, in math there is hardly anything to write. All you have to do is write a few numbers and think in your head. In contrast, in English class we have to write and write until our hands ache." Teachers' materials are vague, failing to recommend suggestions for modifying lessons to meet the needs of the limited-English-proficient, less-able, and gifted students.

Program Descriptions: English

WITHDRAWN

Scholastic, Inc.
Scope English Program
(Writing and Language Skills)
6-8

This series utilizes a remedial approach designed for below-level students in grades six through twelve. Traditional writing and grammar exercises are used. Brief excerpts from literature serve only as models.

Program Descriptions: Spelling

Not Recommended

Harcourt, Brace, Jovanovich, Inc.
HBJ Spelling, Signature Edition
1-8

This series has a preponderance of low-level, paper-and-pencil response activities. Inadequate emphasis is made for limited-English-proficient students (other than Spanish speakers), the less able, and gifted students. Although superficial references are made to literature, teachers are not provided adequate instruction or strategies for incorporating literature into the spelling program. Predetermined word lists limit student involvement in personalizing spelling to their writing needs. This program, particularly at kindergarten through grade three, does provide lessons that lead students to make generalizations; however, lesson activities do not support applications of these generalizations.

D.C. Heath and Company
Working Words in Spelling
1-8

Spelling is not addressed in this series as a subprocess of the writing process but as a low-level, mechanistic activity linked to neither the reading nor the writing processes. The primary purpose of spelling, developing fluency in writing, is a very limited part of this program. The program emphasizes memorization of predetermined rules and phonics throughout. A dated predetermined word list presents all the words to be learned by students weekly. For example, in lesson 10 eighth graders practice words with various "o" sounds by filling in blanks with words such as: smolder, squall, and falter. The "Meeting Individual Needs" sections of the teachers' editions provide limited direction for meeting students' special needs. A relative strength is that students correct their pretests; unfortunately unit activities are not based on pretest results.

Houghton Mifflin Company
Houghton Mifflin Spelling
1-8

Throughout this series writing prompts are limited and inadequate. Inadequate provision is made for inclusion of student-generated word lists. Phonics instruction is emphasized throughout the program. Student pretests, listed only in the teachers' editions, are optional. Student materials do not lead students to make nor apply generalizations. The "Reading Connection," inadequately related to the "Writing Connection," fails to present adequate strategies for a meaningful use of literature. Strategies for meeting the needs of special needs students are inadequate.

Kendall/Hunt Publishing Company
Improving Spelling Performance
K-6

This series, while unique, is confusing in format. Grade level recommendations for the use of materials was determined, but with difficulty. Spelling words are to be memorized by students and are not derived from words students use in writing; the opportunity is lacking for students to generalize about spelling errors. Developmental characteristics of students are not addressed. The writing process is poorly developed and limited in use. The "levelizing" strategy is insufficient for meeting the needs of all students. Literature is consistently included at all grade levels. Relative strengths of the program are attempts at inclusion of literature and integration in "Block 1"; however, these attempts fall short of the mark.

Kendall/Hunt Publishing Company
Spelling the Written Word
7-8

This series exhibits many weaknesses seen in Kendall/Hunt's Improving Spelling Performance program. However, these weaknesses are even more detrimental at grades seven and eight. The emphasis is on memorization of predetermined words with little or no opportunity for students to make generalizations. Writing is addressed only minimally in the teachers' manuals; writing process suggestions and references to literature are not made. "Leveling" strategies for meeting the needs of all students are inadequate. In addition, the teachers' manuals give insufficient guidance to the teacher as to the scope and implementation of this program. A relative strength is that the Learning to Spell books include word banks for students to develop word lists; however, incorporation of these words into the spelling program is left to the teacher's discretion.

McDougal, Littell and Company
McDougal, Littell Spelling Series
1-8

This series reflects to some degree a linkage of spelling with literature and an integration with writing. This attempt at integration is primarily in one section of the teachers' resource binders rather than students' books and could be overlooked easily. Literature-based activities generally are absent in levels one, two, and three. In levels four through eight, writing activities based on literature are presented only four times each school year; ineffective exercises such as coloring, word searches, and crossword puzzles are used throughout the series. Students are provided insufficient opportunity to share generalizations. Words to be learned at levels one and two are not presented in list format but scattered on the students' textbook pages. A relative strength is that this series includes varied suggestions for teaching students who are limited-English-proficient, less-able, and speakers of nonstandard dialects; however, many of the recommended activities do not lead students to higher cognitive levels.

McGraw-Hill Book Company
Basic Goals in Spelling
1-8

This series emphasizes the memorization of a predetermined list of words and phonetic rules. The program is excessively phonics-based through grade seven; developmental characteristics of students are not addressed. With the exception of proofreading, there is little evidence of the writing process. No provision is made for student-generated lists of words to become part of the weekly spelling lesson.

Directions in the teachers' editions (TE) sometimes are dated, apologetic, or condescending. For example, page 53b of the grade one TE advises: "And so we piously admonish you, teacher, not to assume that your charges can learn to spell as you did–but that they need to have the encoding and decoding skills visibly and dramatically related, again and again."

Strategies for meeting the needs of limited-English-proficient and less-prepared students are inadequate and/or inappropriate.

Riverside Publishing
Riverside Spelling
K-8

This series inadequately integrates spelling into the total language program. Although literature is superficially mentioned in the teachers' editions, strategies for linking the spelling program to literature are not

evident. Lacking literary merit, stories in the students' texts seem to have been contrived to fit the spelling words. Limited provision is made for students to generate a class word list, but strategies are not provided for the teacher to include student-generated words in the weekly testing. Fill-in-the-blank exercises and ditto sheets not tied to the writing process abound. Students lack opportunities to make and share generalizations. The needs of all students are sparingly and inadequately addressed. The work sheets for home study, although a good idea, are filled with phonics-driven, low level, fill-in-the-blank type exercises. For example, fourth graders in lesson seven are to practice the long "a" sound by filling in mundane, contrived sentences such as: "I know I could (claim) the comfortable chair for myself, but (maybe) someone else would like to sit on it."

Scott, Foresman and Company
Scott, Foresman Spelling
1-8

Although the program attempts to address the needs of all students, teaching strategies are limited and inadequate. Throughout the series, phonetic rules and low-level, repetitious spelling exercises are abundant. Writing assignments within each individual lesson are limited, brief, and similar in depth, variety, and application. Students are provided inadequate opportunity to add their own spelling words to words studied weekly. A relative strength is some attention to the writing process; unfortunately, this primarily occurs only six times, in the review lessons at each grade level.

Scribner-Laidlaw Publishing
Laidlaw Spelling
K-8

Although the teachers' editions attempt to address the needs of all students, the information rarely goes beyond stating differences among students or, in the limited-English-proficient sections, providing primarily pronunciation activities. The focus of the program is on memorization of predetermined words. Beyond the "test-study-test" method, no allowance is made for student and/or teacher analysis of spelling errors. Each unit, including the "Write on Your Own" section, presents limited opportunities for students to use spelling in writing. The readability-formula-generated selections and sparse references to literature present inadequate opportunities for students to link spelling to literature of quality. A relative strength is the "Focus" section of each unit, which leads students to identify inductively the generalization occurring in the word list.

The Wright Group
Language Connections
2-6

This series is an "Americanized" version of Nelson's Canadian series, Spelling Connections. Word lists and themes are more appropriate for Canadian than Californian students. For example, wieners but neither hamburgers nor tacos, hockey but neither football nor basketball, arithmetic but not mathematics, kayak but neither canoe nor even boat, glacier but not beach, and Canada but neither Mexico, California, nor the United States are among the predetermined spelling words. Although some provision is made for class lists, individual students are provided minimal and inadequate opportunities to augment this inappropriate list of predetermined spelling words. Phonics is taught beyond the early grades, as evidenced by lessons on the long "a" and "i" sounds in the grade four speller. An abundance of low-level activities such as word unscrambling, fill-in-the-blank activities, and word searches significantly eclipse components of the writing process in this series. Literature strategies and reading recommendations are addressed superficially. Many of the "Meaning Connections" sections include readability-formula-generated stories that are to be filled in. For example, in grade two, unit 14, students fill in a letter that paraphrases the story of Goldilocks and the three bears. Finally, this series fails to meet the needs of all students, particularly limited-English-proficient students.

Although nine of the eleven spelling panel members recommended adoption of this series, two panel members submitted a minority report in which they stated that this series should not be recommended for adoption.

Zaner-Bloser
Spelling Connections: Words Into Language
1-8

Spelling is generally approached in this series as a subskill of the writing process; however, teachers are provided limited direction on how to teach some of the writing assignments. The preponderance of low-level activities detracts from the writing activities. Although limited strategies are provided for making generalizations, students are provided few opportunities for sharing them. Instead, rules are emphasized. Most words are from predetermined lists; students are provided inadequate opportunity to generate individual spelling words. Phonics instruction is provided at all grade levels. For example, at grade five students review consonant and vowel sounds for about the first half of the school year. Finally, although the needs of all students theoretically are addressed, activities and strategies are inappropriate and/or superficial. Brief references to limited-English-proficient students primarily address Spanish-speaking students. Suggestions for gifted students are often low-level activities. For example, in unit 30, grade eight, the challenge activity is an eight-word crossword puzzle.

Resources

National Publications

"ACSD Curriculum Update," prepared by staff of the Association for Supervision and Curriculum Development, June 1988.

Becoming a Nation of Readers: The Report of the Commission on Reading, prepared by Richard C. Anderson et al., National Institute of Education, 1984.

Children Reading and Writing, by Judith Langer, Ablex, 1986.

Emergent Literacy: Writing and Reading, edited by W. Teale and E. Sulzby, Ablex 1986.

How Writing Shapes Thinking: A Study of Teaching and Learning, by N.A. Appleby and Judith Langer, National Council of Teachers of English, 1987.

"Illiteracy Starts Too Soon," by Nancy Larrick, *Phi Delta Kappan*, November 1987.

Insult to Intelligence, by Frank Smith, Arbor House, 1986.

Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning, by David Johnson and Roger Johnson, Prentice-Hall, 1987.

Literature as Exploration, by Louise Rosenblatt, Modern Library Association, 1983.

"Reading Assessment: Time for a Change," by Sheila Valencia and P. David Pearson, *Reading Teacher*, April 1987.

California State Department of Education Publications

English–Language Arts Framework, 1987.

English–Language Arts Model Curriculum Guide, Kindergarten Through Grade Eight, 1987.

Handbook for Planning an Effective Literature Program, 1987.

Resource Reports

Equity and Access in a Language Arts Program for All Students, by Philip Gonzales, County State Steering Committee and California State Department of Education, 1988.

Implementing a Research-Based Curriculum in English–Language Arts, K–12, by Mary Barr, County/State Steering Committee and California State Department of Education, 1988.

Research in Writing: Past, Present, and Future, Technical Report No. 1, Center for the Study of Writing, University of California, Berkeley, and Carnegie Mellon University, August 1987.

"Synthesis of Research on Teaching Writing," by G. Hillocks, Jr., *Educational Leadership*, May 1987.

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